Goal Statement- Structures and systems to apply best practices for the formative assessment process so we can realize the incredible impact on student motivation and achievement.



While a surfboard represents an important tool in surfing, it’s only that- a part of the surfing process. The entire process involves the surfer paddling out to an appropriate offshore location, selecting the right wave, choosing the most propitious moment to catch the chosen wave, standing upright on the board, and staying upright while the curling wave rumbles toward the shore.

The surfboard is a key component of the surfing process, but it is not the entire process.

**Module\_\_\_\_\_\_\_\_ Assessment\_\_\_\_\_\_\_\_**

**Overall:**

Which question(s) had the highest percent of students meeting standard?

Which question(s) had the lowest percent of students meeting standard?

**Question #\_\_\_\_\_\_ Big Idea:**

|  |  |  |
| --- | --- | --- |
|  | **LEVEL 2 PERFORMANCE *Percent of Students with L2 on this question:\_\_\_\_\_\_\_\_*** | **LEVEL 1 PERFORMANCE *Percent of Students with L1 on this question:\_\_\_\_\_\_\_*** |
| **FACTS ONLY- Where does it seem student mastery broke down? *(No- Because, It seems, therefore…)***  Review student work and scoring rubric language   * *What do students know?* * *What don’t students know?* |  |  |
| **INFERENCES- I believe the data suggests... because...**  *\* Consider Math Practices* |  |  |
| **FINAL CONCLUSION: What misunderstandings did students have?** |  |  |
| ***Teacher Actions-*** What would I have to teach to overcome these misunderstandings?  Define Action Steps |  |  |
| ***Student Actions-*** What will students need to practice to show mastery of skill? |  |  |
| When and how will I measure progress to report back to the team (i.e. formative, summative)? |  |  |

**Question #\_\_\_\_\_\_ Big Idea:**

|  |  |  |
| --- | --- | --- |
|  | **LEVEL 2 PERFORMANCE *Percent of Students with L2 on this question:\_\_\_\_\_\_\_\_*** | **LEVEL 1 PERFORMANCE *Percent of Students with L1 on this question:\_\_\_\_\_\_\_*** |
| **FACTS ONLY- Where does it seem student mastery broke down? *(No- Because, It seems, therefore…)***  Review student work and scoring rubric language   * *What do students know?* * *What don’t students know?* |  |  |
| **INFERENCES- I believe the data suggests... because...**  *\* Consider Math Practices* |  |  |
| **FINAL CONCLUSION: What misunderstandings did students have?** |  |  |
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| ***Student Actions-*** What will students need to practice to show mastery of skill? |  |  |
| When and how will I measure progress to report back to the team (i.e. formative, summative)? |  |  |

**Question #\_\_\_\_\_\_ Big Idea:**

|  |  |  |
| --- | --- | --- |
|  | **LEVEL 2 PERFORMANCE *Percent of Students with L2 on this question:\_\_\_\_\_\_\_\_*** | **LEVEL 1 PERFORMANCE *Percent of Students with L1 on this question:\_\_\_\_\_\_\_*** |
| **FACTS ONLY- Where does it seem student mastery broke down? *(No- Because, It seems, therefore…)***  Review student work and scoring rubric language   * *What do students know?* * *What don’t students know?* |  |  |
| **INFERENCES- I believe the data suggests... because...**  *\* Consider Math Practices* |  |  |
| **FINAL CONCLUSION: What misunderstandings did students have?** |  |  |
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| When and how will I measure progress to report back to the team (i.e. formative, summative)? |  |  |